

The Reality of Online Learning in the Post Covid-19 Era: A Case Study of English Language Teaching in a Private Tutoring School

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Article information	Abstract
<p>Article history: Received: 25 Sep 2023 Accepted: 18 Dec 2024 Available online: 20 Dec 2024</p> <p>Keywords: Online learning English language teaching Covid-19 Private tutoring</p>	<p>The Covid-19 pandemic brought about a significant shift in the education landscape, necessitating the transition from traditional classroom instruction to online learning. Prior studies (e.g., Kraut et al., 1998; Lie et al., 2020; Tanjung & Utomo, 2021) focused either on students' or teachers' attitudes toward this change. In contrast, this research explores the attitudes of both students and teachers, while also considering the perspectives of parents who play a vital role in the education system. Through examining the attitudes of ten students, ten teachers, and ten parents, this study aims to uncover the advantages and disadvantages of online learning during the Covid-19 period. Data collection involved employing a questionnaire adapted from Sangkasuth and Trimek (2021), complemented by conducting semi-structured interviews to attain a comprehensive understanding of participant viewpoints. Thematic analysis was employed to aptly categorize and quantify the collected data. The study identified four key areas of concern with online learning: adaptability, opportunity, integration, and interaction. Overall, most participants expressed positive attitudes toward online learning. Students particularly appreciated English listening and speaking classes, citing enhanced communication and better classroom management as key benefits. Teachers, increasingly familiar with the new learning platform, recognized that the inclusion of authentic and cross-cultural materials significantly boosted student engagement. Parents, observing their children's academic progress, highlighted the importance of actively monitoring their child's development and fostering an optimal learning environment.</p>

INTRODUCTION

The Covid-19 pandemic has necessitated substantial changes in the global educational sector to ensure its continued operation while safeguarding the health of students. In response to

this crisis, online learning (henceforth OL) has been implemented worldwide (Almaiah et al., 2020; Yen, 2020). While the pandemic has posed significant challenges for school management, Appana (2008) noted that OL has also introduced several pedagogical advantages. For instance, it has transformed the learning process and provided students with convenient access to educational resources (Tanjung & Utomo, 2021). These developments align with the United Nations' fourth Sustainable Development Goal, which emphasizes providing quality education and ensuring that no one is left behind.

OL brings flexibility and convenience to students, allowing them to balance their education with other commitments such as work, family, and health (Alkhudiry & Alahdal, 2021). It enables them to access materials, courses, and programs at their preferred time and location, thereby tailoring their school schedule to suit their individual needs. Moreover, OL eliminates geographical barriers, enabling students from all regions to have access to quality education (Soon & Aziz, 2022). Consequently, it has become an attractive option for individuals seeking higher education while desiring more control over their study schedule (Alahdal, 2021).

The increased accessibility of digital tools and resources has significantly enhanced the benefits of OL. This accessibility has provided unprecedented opportunities for students worldwide to acquire new skills and expand their knowledge (U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, 2010). However, despite these advantages, OL presents unique challenges (Pope, 2020). The absence of face-to-face interaction and limited socialization in remote classes can hinder student engagement. Additionally, there are concerns about whether online resources comprehensively cover specific subjects or merely skim the surface, potentially adding to the confusion for already overwhelmed students. OL also demands a high level of self-discipline and motivation from students to navigate coursework independently (Soon & Aziz, 2022). Furthermore, questions have been raised regarding the quality and rigor of online courses compared to traditional classroom-based instruction (Pustika, 2020). Addressing these concerns necessitates further research. While previous studies have focused on students' attitudes toward OL during the Covid-19 pandemic, there remains a gap in the examination of its impact on teachers and parents (Charoenroop, 2021). The sudden transition to OL has implications not only for students but also for parents, who now have increased opportunities to be involved in their children's OL, and for teachers, who have had to adapt to new instructional platforms. This research gap is particularly evident in the post-Covid era, as many schools have resumed regular face-to-face classes. To address this research gap, this paper explores two specific research questions:

1. What are the predominant viewpoints held by students, parents, and teachers regarding the practice of online learning in the post Covid-19 landscape?
2. How do online learning modalities subsequent to the Covid-19 pandemic present both benefits and drawbacks within the educational realm?

LITERATURE REVIEW

Asynchronous and synchronous online learning

Online education, which has been available since the 1970s (Pharcharuen, 2020), has gained advocacy from numerous countries over the past few decades (Soon & Aziz, 2022). In recent years, the emergence of OL has become a prominent trend in education, demanding both teachers and students to acquire new skills and expertise (Askari & Chen, 2021). However, it is the Covid-19 induced school closures that have necessitated the adoption of OL, making it a secure, convenient, and adaptable alternative (Haidi & Hamdan, 2021). OL primarily manifests in two modes: synchronous and asynchronous (Hrastinski, 2008).

The first mode, asynchronous OL, leverages tools such as email, blogs, discussion boards, and pre-recorded videos, enabling flexibility in terms of class schedules and physical locations. Its self-paced nature empowers students to review lessons and materials at their convenience, thereby facilitating reflection and refinement of their contributions. Consequently, it serves as a crucial component of flexible e-learning. One of the significant advantages of asynchronous e-learning is that it allows students to engage in education while juggling work, family, and other commitments, as it does not offer specific time constraints. Furthermore, students can benefit from accessible course documents and communication tools, empowering them to take more time to develop thoughtful contributions as opposed to spontaneous responses in a traditional classroom setting. Additionally, recorded lessons can be revisited, allowing students to pause and contemplate content as needed.

Regarding the second mode, synchronous OL, real-time communication is facilitated through platforms like Zoom, Microsoft Teams, and others, with emphasis placed on engagement and authentic interactions (Hermanto, 2020). Research by Pharcharuen (2020) suggests that synchronous instruction creates a communal atmosphere and promotes collaborative learning. In addition, Hrastinski (2008) has demonstrated that synchronous OL cultivates a sense of community among e-learners. Students find synchronous e-learning more socially engaging and less frustrating, as they can actively participate by asking questions and providing immediate responses. This mode aligns with traditional classroom dynamics, making it more acceptable to students who value live interactions and prompt feedback from both teachers and peers (Giesbers et al., 2014).

The challenges of OL

The challenges of OL have become a significant concern in the realm of education. The Covid-19 pandemic prompted the closure of schools worldwide, disrupting traditional classroom-based instruction. In Thailand, for example, measures such as social distancing and lockdowns were implemented to control the spread of the virus, leading to school closures and a delayed start to the 2020 academic year.

Various studies have highlighted specific issues related to OL. One such concern is the potential limitations of computer-mediated education in fostering critical thinking and stifling student

creativity, as noted by Kraut et al. (1998). Moreover, accessibility is a commonly cited obstacle to implementing universal OL. Lockee (2021) argues that for this approach to be successful, all students must have access to high-speed internet, especially in rural areas where internet usage may be shared among family members. Pharcharuen (2020) emphasizes the importance of a well-planned teaching approach in English language education through OL, considering the prescribed curriculum goals and the age at which primary-grade students can effectively engage in computer-based study. Furthermore, OL should be designed to promote holistic growth in learners by addressing their physical, emotional, social, and cognitive aspects. Although OL has its drawbacks, it does not impede the learning process and offers several advantages to both teachers and students (Ting & Aziz, 2021). Research conducted by Adedoyin and Soykan (2023) demonstrates that OL can help bridge the gap between students, facilitators, and peers, thus meeting the evolving educational needs. Ellis and Goodyear (2009) suggest analyzing OL from different perspectives, such as information presentation, communication among classmates, web-based discussions, and knowledge development. Additionally, OL ensures the availability of high-quality information while reducing parental expenses. A study conducted in Singapore by Wai-Cook (2020) affirms that one of the primary benefits of OL is enabling independent and self-directed learning, allowing students to progress at their own pace.

Attitudes toward online learning through multiple lenses

Students' attitudes toward OL

The unprecedented outbreak of Covid-19 in late 2019 triggered widespread school closures worldwide, prompting the development of OL strategies, curriculum design, digital learning tools, and educational technology research to support schools during this transition. Consequently, English Language Teaching (ELT) students and educators have directed their attention toward exploring the efficacy of fully synchronous online language teaching across different educational levels (Zhang & Wu, 2022).

Recognizing the potential benefits of OL, Tanjung and Utomo (2021) conducted a survey among English as a Foreign Language (EFL) students, revealing a mixed reaction to this mode of learning. On a positive note, OL has provided students with access to search engines, social media platforms, electronic resources, and learning applications, which have nurtured their independent learning skills. Specifically, social media platforms have had a positive impact on vocabulary acquisition and the development of the four language skills. The availability of online speaking lessons round-the-clock and enhanced listening proficiency through movies have been observed. Furthermore, OL has contributed to the improvement of problem-solving abilities and overall academic performance (Ferdous et al., 2022). Hollister et al. (2022) also highlight the convenience of utilizing the chat function on platforms like Zoom, which allows students to make inquiries without disrupting the flow of the class.

However, several studies have identified drawbacks associated with OL. For instance, Tanjung and Utomo (2021) assert that OL fails to meet students' needs and expectations. Seif et al. (2012) demonstrate that OL lacks the social, emotional, and physical conditions necessary for

optimal academic performance. To enhance student engagement during online learning, Ferdous et al. (2022) suggest various technical improvements. Additionally, Domina et al. (2021) conducted a study uncovering several challenges, including the impact of unequal access to high-speed Internet and technology, hindering active participation even after controlling for household socioeconomic resources and income levels. Conversely, students exposed to diverse academic and socio-emotional learning opportunities demonstrate higher levels of engagement. Furthermore, inadequate content, excessive course materials, and unfavorable instructional methods have been reported as obstacles to effective online instruction (Iqbal, 2024). In another study by Bray et al. (2021), teachers reported decreased student engagement attributed to reasons such as lack of student interest, insufficient parental support, inadequate equipment, and limited technical knowledge. It is worth noting that existing inequalities have been amplified by the lack of technological resources, physical separation from institutions, and unsupportive home environments.

In summary, exploring students' attitudes toward OL from various perspectives sheds light on both the advantages and disadvantages associated with this mode of learning. While OL provides opportunities for independent learning, improved vocabulary acquisition, language skill development, and problem-solving abilities, it falls short in meeting students' expectations and lacks crucial socio-emotional and physical conditions for optimal academic performance. Addressing technical challenges and promoting equal access to resources are essential for overcoming the obstacles and ensuring effective OL experiences.

Teachers' attitudes toward OL

Teachers' attitudes toward OL have undergone significant changes due to the shift from traditional classroom settings to online teaching and learning. Initially, many educators were apprehensive about this transition, primarily because they were accustomed to traditional classroom environments where they often took a dominant role, and students adopted a more passive stance. However, the Covid-19 pandemic prompted a re-evaluation of teaching approaches and gradually shifted teachers' perspectives.

Numerous studies have explored teachers' attitudes regarding online education, and the findings are quite varied. Hermanto's research in Indonesia (2020) revealed that teachers across all educational levels embraced independent or institution-provided online platforms for instruction. The majority of respondents expressed satisfaction with online teaching and a willingness to fully adopt it even after the pandemic. This positive attitude suggests a growing acceptance of OL among educators. Similarly, a survey conducted by Paladan (2022) among 107 Filipino teachers indicated that most displayed optimism toward OL, appreciated the methodologies employed, and possessed the necessary technical skills.

Bailey and Lee (2020) emphasized the time-saving and cost-effective benefits of online platforms, aspects that many teachers view favorably. Thaheem et al. (2021) highlighted the freedom from geographical and time constraints that OL offers in English instruction, a feature that many educators find appealing. Furthermore, online teaching has enhanced teachers' proficiency in information and communication technology (ICT), encouraged creativity in course

design, facilitated student engagement, and promoted the development of effective online teaching methods (Bhamani et al., 2020; Wai-Cook, 2020). These positive outlooks indicate that teachers are adapting well to the new teaching environment and are increasingly open to incorporating technology into their practice.

However, teachers' attitudes are not uniformly positive. Lie et al. (2020) identified three primary obstacles affecting perceptions: limited student access to technology, issues with student self-discipline, and teachers' lack of understanding of e-learning technology and pedagogy. These challenges can lead to frustration and negative attitudes, particularly among English teachers who feel underprepared for the technological demands of online teaching. Estrella (2022) observed that since the shift to online teaching, English teachers' workloads have increased, impacting their attitudes toward OL. Many teachers report feeling overwhelmed by the additional responsibilities of creating digital content, managing online platforms, and providing individualized support to students in a virtual environment. This increased workload has resulted in mixed feelings toward OL; some teachers appreciate the flexibility it offers, while others feel burdened by the extra demands.

Teachers' attitudes are influenced by factors such as their technological competence, the support they receive from their institutions, and their ability to maintain work-life balance in an online setting. Remote work can be particularly challenging for educators who share their workspace with family members who are also studying or working from home. This situation increases the likelihood of disruptions, potentially affecting their attitudes toward OL. Even post-pandemic, the strains of online teaching can lead to high levels of burnout and pose multifaceted challenges (Haidi & Hamdan, 2021). This scenario underscores the need for ongoing support and professional development to foster and maintain positive attitudes among teachers engaged in OL.

Parents' attitudes toward OL

The transition to OL has significantly impacted parents' perspectives on their children's education. Research indicates that parental attitudes toward OL are complex and often conflicting, driven by various factors including socio-economic conditions, technological access, and individual family circumstances. Maksum et al. (2022) observed a notable divergence in opinions between parents and children regarding OL. While children generally viewed OL positively, parents expressed concerns about the lack of control over the learning environment and technological challenges. This disparity has led to increased tension within families, as parents navigate their evolving roles in their children's education.

The shift to OL has placed unprecedented demands on parents. Katsaris and Vidakis (2021) and Poultasakis et al. (2021) highlight the additional burdens faced by parents, including the necessity of being present during study sessions and the increased costs associated with improving internet services and devices. These factors have heavily influenced parental attitudes toward OL, often resulting in stress and skepticism about its effectiveness. A study by Carpenter and Dunn (2020) examined parents' attitudes toward OL in the U.S. and found that experiences varied based on the type of school their children attended. Parents of children

in private schools reported more positive experiences with OL compared to those with children in public schools. This disparity was attributed to private schools offering more engaging online programs and maintaining higher academic standards, thereby influencing parental perceptions of the effectiveness of OL.

Despite these challenges, some parents recognize the potential benefits of OL. The flexibility in scheduling and opportunities for personalized learning have been shown to enhance student performance in certain cases (Maksum et al., 2022). This has led a subset of parents to adopt more positive attitudes toward OL, particularly when they observe improvements in their children's academic outcomes. Research emphasizes the crucial role of parents in ensuring the success of OL. Jayanti and Indrakurniawan (2022) underscore the importance of parental care and motivation in facilitating effective OL. Mora and Escardibul (as cited in Wai-Cook, 2020) advocate for active parental involvement, recommending that parents closely monitor online classes, support schoolwork, and create conducive learning environments.

As OL becomes increasingly integrated into educational systems, parents are adapting their approaches and attitudes. Some are developing new skills to support their children's learning, including improving their own digital literacy (Lau & Lee, 2021). Others report positive outcomes, such as strengthened family bonds and increased involvement in their children's education (Bubb & Jones, 2020). Parental attitudes toward OL have profound implications for the educational landscape, significantly influencing students' engagement, motivation, and academic performance. These varied perspectives—ranging from skepticism to enthusiasm—directly impact the online learning environment and the effectiveness of OL programs. Moreover, parental attitudes are shaping educational policies and practices, leading to more collaborative approaches in curriculum design and implementation.

Navigating the challenges of teaching English online

Teaching English online presents unique challenges that educators must address. One critical issue identified by Kılıçkaya (2022) is the potential loss of student focus and motivation due to the absence of a physical teacher. Furthermore, technical glitches and unreliable internet connections, as highlighted by Aisyah (2020), Wai-Cook (2020), and Zitouni (2022), can disrupt student participation or even lead to class cancellations. To overcome these obstacles, Soon and Aziz (2022) emphasize the importance of providing teachers with training to effectively handle technical challenges. Additionally, cultural disparities between teachers and students can hinder communication, requiring greater patience, creativity, flexibility, and persistence (Aisyah, 2020).

In the realm of online English teaching, another significant challenge stems from cultural and language differences. Aisyah (2020) underscores these differences as major obstacles to effective communication and understanding. Addressing this issue is further complicated by the fact that students from diverse backgrounds possess unique learning styles. To accommodate their needs, teachers may need to simplify vocabulary, utilize visual aids such as images and PowerPoints, or incorporate videos (Saleem et al., 2022). Although adapting lessons to suit individual requirements needs time and effort, it fosters a more inclusive learning environment.

Cultural diversity enriches the classroom experience but necessitates sensitivity and flexibility from teachers, regardless of students' countries of origin or the languages they speak (Tuncer & Karatas, 2022). Furthermore, Dan and Chayanuvat's (2022) quantitative analysis identifies three areas where teachers encounter difficulties in OL and teaching: teaching techniques and preferences, school facilities and support, and the roles of teachers and students. Likewise, students face hurdles concerning self-discipline, learning techniques and preferences, and the roles of both teachers and students. Establishing a successful online course, as indicated by Dan and Chayanuvat (2022), requires reliable network infrastructure, teachers' proficient software use, student self-discipline, effective communication among teachers and students, and monitoring students within home and classroom settings.

Motivating and engaging students within an online learning environment poses yet another challenge for English teachers. Deocampo (2020) explains that the absence of physical presence in online classes diminishes interaction and engagement. Consequently, teachers must resort to creative methods to motivate their students. Interactive activities and discussions that involve every student, such as group projects and peer-to-peer reviews, foster engagement and encourage interaction among students. Additionally, incorporating videos and podcasts offers alternative perspectives on class topics. Nonetheless, both teacher-trainees and experienced teachers encounter obstacles in the realm of online English teaching (Deocampo, 2020). Despite these challenges, teaching English online presents exciting opportunities. By embracing new technologies, teachers can deliver quality education and extend access beyond previously perceived limits (Tay et al., 2021).

METHODOLOGY

Informants

A total of thirty participants were involved in the study, consisting of ten students, ten teachers, and ten parents. The student selection utilized a purposive sampling method to ensure a representative group from a major city in the southern region of Thailand. This approach resulted in a balanced sample of male and female upper-secondary-level students aged 12 to 15. This age group is significant, as students are still dependent on their parents for academic support. Among the students, four attended public schools, while six were enrolled in private institutions. By including students from both types of schools, the study aimed to obtain a comprehensive understanding of student perceptions within Thailand's mainstream education system. Before enrolling in English tutoring courses, the students' English language proficiency was assessed through a prerequisite test administered by the tutoring school. This test was designed to evaluate their language competency and determine the appropriate tutoring levels. The results indicated that all ten students had an intermediate level of English proficiency.

In terms of teacher selection, a similar purposive sampling method was used. The chosen sample consisted of seven female and three male teachers, all of whom held Bachelor's degrees in business English and English language teaching. Additionally, two teachers had obtained

a Master's degree in English. Half of them taught English at public schools, while the other half served in private schools. Notably, all selected teachers had dual roles as both mainstream school teachers and private tutors. This allowed for a more in-depth exploration of the research findings, as these teacher participants possessed a comprehensive understanding of the strengths and limitations inherent in both public and private school systems.

Lastly, the parents of the ten student participants were identified as informants using a convenience sampling method. This resulted in the participation of eight mothers and two fathers, all aged between 41 and 50 years. All parents were employed full-time in various public and private organizations. Selecting parents who are actively engaged in the workforce emphasized the significance of their supportive roles in assisting their children at home during the learning process.

Research instruments

Questionnaires

The present study utilizes a set of questionnaires that has been adapted from Sangkasuth and Trimek's (2021) study. These questionnaires serve as a primary research instrument for examining students' attitudes concerning the effectiveness of OL. Although the questionnaires were originally designed to gauge the students' perceptions, some modifications were made to expand their relevance to two additional groups of stakeholders. Furthermore, these adaptations enable the researchers to measure the presence of OL during the post Covid-19 period. Through the utilization of these modified questionnaires, in other words, the researchers can examine the attitudes of not only students but also teachers and parents toward OL in the post-Covid-19 era.

Considering that the participants in this study were already familiar with online education, the researchers opted to use online questionnaires for data collection. The questionnaires were initially translated into Thai to ensure comprehension and eliminate language barriers. Three versions of the questionnaire were developed, specifically tailored for students, teachers, and parents. The survey consisted of two sections, with the first section dedicated to collecting the respondents' demographic data. The second section focused on exploring their attitudes toward OL. Each version of the survey comprised thirty closed-ended questions, followed by a blank space beneath each question intended for additional comments or the respondents' own personalized answers. Additionally, participants from each group were requested to rate all the statements in the second section on a five-point Likert scale, ranging from "strongly agree" to "strongly disagree".

To ensure the reliability of the questionnaires, a group of six experts—comprising two teachers, two students, and two parents—who did not participate in this study evaluated the adapted questionnaires using the Item-Objective Congruence Index (IOC). This evaluation was performed to prevent research participants from previewing the questionnaires prior to the main study. The IOC scores for the questionnaires were 0.97 for the teacher version and 1.00 for both the student and parent versions. These scores indicate that the questionnaires align well with the research objectives and are likely to yield reliable data.

Semi-structured interviews

The purpose of these interviews was to gather more in-depth responses related to the topic. The researchers employed a purposive sampling method, selecting three to four informants from each participant group whose initial responses were unclear or insufficient. The interview questions were specifically crafted to address the challenges encountered in teaching and learning English during the Covid-19 pandemic.

To facilitate the interviews, phone calls were made, with each interview lasting approximately ten minutes. The conversations were conducted in Thai in order to ensure clear communication. To ensure comprehensive data collection, the Dictate Function in Microsoft Word was utilized to record and document the responses. However, only selected excerpts were translated into English for further analysis and interpretation. To maintain the reliability of the analysis, inter-rater reliability was sought. To achieve this, the two researchers who conducted the interviews, along with a research assistant, underwent training before analyzing the translated extracts. The training aimed to enhance their consistency and agreement in interpreting and analyzing the collected data.

Data analysis

The data obtained from the informants' rating on the five-point Likert scale were analyzed using a basic statistical measure, namely the mean or average scores. The findings of the three distinct groups are presented in Table 2. To qualitatively determine the factors influencing the success or failure of online learning, a thematic analysis (Braun & Clarke, 2006; Merriam & Tisdell, 2015) was conducted. This method helps condense significant characteristics and uncover unexpected insights (Braun & Clarke, 2006). The aim was to identify overarching themes within the responses. The researchers identified themes mentioned by at least five respondents in each group. These themes were then coded and quantified. The identified themes can either be positive or negative, depending on the informants' perspectives. Once the themes were identified, the researchers assessed whether each theme had positive or negative connotations.

FINDINGS AND DISCUSSION

Following the distribution of questionnaires to students, teachers, and parents, data from items one to fifteen were analyzed to evaluate the attitudes of these three groups, addressing the first research question. Items sixteen to thirty, which assessed the benefits and impacts of OL, were utilized to answer the second research question. Table 1 presents the mean scores for each group.

Table 1
Mean scores across the three groups

RQ1: The attitudes of students, parents, and teachers toward OL after Covid-19		
Students (N = 10)	Teachers (N = 10)	Parents (N = 10)
4.75	4.75	4.68
RQ2: The benefits and negative impacts of challenges on OL after Covid-19		
Students (N = 10)	Teachers (N = 10)	Parents (N = 10)
4.74	4.80	4.61

The results are shown in the table above. They reveal high average scores across all three groups, indicating that respondents retained a positive attitude toward OL in the post-Covid period. Similarly, the analysis of items sixteen to thirty yielded consistently positive results. Notably, when exploring potentially negative effects, no significant issues were reported. Table 2 displays these four main themes.

Table 2
Themes and defining themes

RQ1: The attitudes of students, parents, and teachers toward OL after Covid-19		
Definition	Subtheme	Main theme
1 OL provides numerous advantages, including the ability to access knowledge from any location and cost savings related to transportation. Instructors can teach from remote locations, meaning that physical presence or face-to-face interaction in a classroom setting is not necessary.	Requiring, to some extent, adaptability from students, teachers, and parents	Adaptability
2 OL will continue to provide students with an opportunity to enhance their English language proficiency. While the impact of the pandemic has diminished, the benefits of this learning platform are likely to remain popular, as it offers numerous advantages for all stakeholders involved.	Embracing the promising future offered by this new learning platform	Opportunity
RQ2: The benefits and negative impacts of challenges on OL after Covid-19		
Definition	Subtheme	Main theme
3 OL allows English teachers to incorporate a variety of instructional materials into their classes. This integration can boost student engagement and make content delivery more compelling and authentic.	Effective instructional materials enhance student engagement	Integration
4 OL provides unique opportunities for students and teachers to engage in meaningful interactions, especially in a small English class setting. These interactions can include explaining challenging content in greater depth, clarifying ambiguous points, providing immediate feedback, and more.	Classroom interaction directly impacts students and teachers	Interaction

The table shows the general themes mentioned by students, teachers, and parents about online English learning during Covid-19. The two themes mentioned most often were “Adaptability” and “Opportunity”, in response to the first research question, particularly on the advantages of OL. Despite the absence of overtly negative attitudes toward OL after the Covid-19 pandemic, “Integration” and “Interaction” were the themes mentioned most often.

The attitudes of stakeholders toward OL after Covid-19

Adaptability

Students recognize the adaptability and versatility of OL for learning English. They can study at their own pace, review the material when they have questions, and choose their time to study. All the interviews with students revealed their positive attitude toward OL. This corroborated the study by Haidi and Hamdan (2021), in which students also said OL is convenient and adaptable and lets them learn at their own pace. This concurred with the perspective of Student A, who said that OL allowed students to choose a study environment that fits their needs and preferences. Notably, the adaptability of OL promotes learning and cultivates a positive attitude to learning English.

Extract 1: Student A

One of the advantages of OL is its flexibility and adaptability, allowing students to study from anywhere. However, a weak signal can cause communication disruptions, which may affect this benefit. Nevertheless, OL provides a deeper understanding of various subjects and is particularly beneficial for after-school tutoring, eliminating the need for parents to commute to the school.

Student C underscored the considerable obstacles stemming from virtual role-playing exercises due to the absence of physical gestures. The student suggested that physical props be used to enhance the clarity and comprehensiveness of student interactions. Conversely, learning to write, listen, and take tests were not major concerns for this student. Students generally had favorable attitudes toward OL, although student engagement was not optimal.

Teachers agreed that teaching with OL during the early stages of the epidemic posed significant challenges. Teachers were unfamiliar with the equipment and did not have well-structured study plans. However, once they had devised solutions and become familiar with OL, they agreed it was effective. Despite the return to the classroom, OL continues to be used, according to Teacher A. In tutoring schools, OL is becoming more popular. Teacher A asserted that OL is relevant and effective even as circumstances for traditional face-to-face teaching improve at the end of the Covid-19 pandemic.

Extract 2: Teacher A

Although I faced challenges during the early stages of OL, thorough study and familiarization with various programs have allowed me to seamlessly incorporate technology into my teaching. This convenience enables me to teach effectively from any location and deliver timely lessons. By incorporating current news updates and utilizing screen sharing features, I find ways to engage students in discussions and encourage them to express their opinions based on up-to-date information. Even as the situation has returned to normal, OL in my tutoring school continues to attract interest from both students and parents.

At the beginning of the Covid-19 pandemic, teachers struggled to learn the technology required for OL, but their proficiency has improved. Even after the situation returned to normal, OL in tutoring schools is still popular. This aligns with the findings of Charoenroop (2021), who said that tutoring schools are still in demand because students need to enhance their English skills both for entrance examinations and employment.

The study showed that parents also, in agreement with teachers and students, are optimistic about the adaptability of OL. Parents A and D reported that their children had a positive attitude about OL. At first, they questioned whether OL could provide a stable and high-caliber learning experience, but were satisfied as they became more familiar with OL. These findings complete the conclusions drawn by Lau and Lee (2021), whose research indicated that those parents initially displayed unfavorable attitudes toward OL during Covid-19, while this study showed that the negative attitudes of parents become positive as they become familiar with OL.

Extract 3: Parent A

In the post-Covid era, my daughter has successfully adapted to OL without any disruptions. As a parent, I recognize the importance of adequately preparing and ensuring a suitable learning environment, including reliable internet connectivity, to support her education. This advantage becomes especially significant when I need to travel to other provinces for training or other commitments, as my daughter can continue attending online classes without interruption. This demonstrates the effectiveness of online learning and its benefits for both students and parents.

Parents' involvement in their child's education is just as crucial as the development of effective teaching strategies. They can create a conducive study environment and foster an atmosphere that enhances their child's academic performance. Jayanti and Indrakurniawan (2022) demonstrated that parental engagement—through supervision, emotional support, and encouragement—contributes significantly to their child's learning achievements in OL. These elements may not be fully present in traditional learning settings. The emergence of this new platform has necessitated adjustments not only for students and teachers but also for parents.

Opportunity

Five students demonstrated a favorable disposition toward OL during Covid-19. Tanjung and Utomo (2021), also showed that students had positive attitudes toward online learning. The interviews with students—including Student D—revealed that they had a positive view of OL, and that they remembered important global events due to the specific examples provided by their teachers.

Extract 4: Student D

Teachers frequently incorporate video clips as instructional materials in online learning sessions. One particular instance that stands out in my memory is when

they presented news coverage of King Charles III's coronation. This provided me with the opportunity to stay updated on global events and gain perspectives from various regions of the world. Implementing this technique not only made learning more enjoyable but also expanded my understanding. Additionally, I found the use of game-based assessments to be beneficial as it fostered unity among classmates, making exams more interesting and captivating.

Furthermore, Student D said that technology made learning, especially assessments, more enjoyable. For instance, interactive games are used as part of tests, which foster enthusiasm and improve scores. The interactive nature of such assessments contributes to a positive and effective learning environment. This aligns with the notion that incorporating technology in testing can increase student engagement and make assessments more interesting (Ferdous et al., 2022). Student E also emphasized the benefits of learning English through OL, including using the internet for assignments, developing independent learning skills, and gaining instant access to vocabulary and pronunciation aids. By eliminating the need to wait for library access or to return home, OL empowered students to manage their own schedules effectively. The use of technology in education promises to expand educational opportunities. Students can find a wide variety of language resources online, including dictionaries, aids to vocabulary and pronunciation, and examples of usage. Technology also facilitates self-directed and personalized learning. Online resources enhance understanding and proficiency in language study.

Teachers also developed a positive attitude toward OL, indicating that OL has broadened and enriched the learning experience. This aligned with prior research conducted by Hermanto (2020) which highlighted the opportunities for teachers who embrace online teaching methods, even as face-to-face instruction resumed. Teacher A illustrated this opportunity by integrating video clips into their online teaching, confirming the point made by Student D. The interviews also addressed the strategic use of assessments. Teacher A highlighted the incorporation of Quizizz, an online examination platform, which improved student performance on assessments.

Extract 5: Teacher A

Teachers can enhance their instructional techniques by incorporating online teaching methods. One approach is including videos featuring native speakers to help students learn pronunciation in different accents and distinguish between British and American pronunciations. Additionally, platforms like Quizizz can make assessments more engaging by encouraging competition among students and boosting their concentration during quizzes. These innovative teaching strategies have demonstrated potential in improving student retention rates.

Teacher E explained that Covid-19 helped him become acquainted with English teaching aids and technologies, and he has integrated these into his classroom teaching. However, not all classrooms have the needed equipment. OL has improved the digital literacy and English language skills of teachers, but they must learn to use the technology to be effective. Also, funds must be allocated for teaching materials available from international sources, and

classrooms must be equipped with the required technology. OL introduces factors that include broader, interdisciplinary objectives for students, professional development of teachers, holistic advancement for educational institutions, and, by extension, quality of education on a national scale.

In this study, parents had a positive view of OL, in contrast to the study by Lau and Lee (2021), which showed parents' negative perceptions of OL due to certain uncontrollable variables. Parent A, for example, recognized the opportunities offered by OL, especially as used in English class at her daughter's tutoring school. The interview also highlighted the differences between mainstream schools and tutoring schools, as described by Parent A.

Extract 6: Parent A

My daughter's experience with OL has brought numerous benefits. She has become more independent in using the learning platform and can submit assignments on her own, allowing me more flexibility in my work schedule. Furthermore, studying together has strengthened our relationship and improved her academic progress. OL, with its integration of technology, provides a distinct and effective learning experience compared to traditional classrooms. The use of technology ensures clear communication and creates a stimulating classroom atmosphere. As a parent, I also enjoy participating in these sessions with my daughter, making her education enjoyable for both of us.

Parent A's perspective aligned with the findings of Carpenter and Dunn (2020), who highlighted the effectiveness and modernity of tutoring schools compared to mainstream educational institutions. Parent A said she also took the opportunity to review lessons with her children, enhancing their language skills and improving their learning experience while also strengthening familial bonds. Parent B emphasized the importance of children developing English language skills through OL with foreign teachers. This scenario underscored the transformative power of online education, particularly in learning languages. Using OL, foreign teachers can return to their home countries during a pandemic, if necessary, but continue their classes online. This makes education more resilient and democratic, and language education globalized, enriching the linguistic and cultural perspectives of students while increasing learning opportunities.

The benefits of challenges on OL after Covid-19

Integration

The students all agreed that learning English via OL is much different than in the traditional classroom. Teachers can use examples from a range of subject matter, promoting integrated learning experiences, as for example, when student C described simultaneously studying history and English language online.

Extract 7: Student C

In my interpretation, integration refers to the incorporation of various subjects into online teaching, which enhances the appeal of learning. A clear example is the exam on the Colosseum in our English class, where our teacher presented a video that provided a comprehensive and in-depth view that would not have been possible in person. As a result, we gained valuable insights into world history while preparing for our English exam. This achievement would have been difficult to replicate in a traditional classroom setting, where visual aids are limited, and additional research outside of school hours is necessary.

The interview with Student C suggests the importance of teaching academic content in language classes, beyond mere English language skills. With Content-based Instruction (CBI), English is taught while studying a variety of academic subjects. CBI, as defined by Richards and Rodgers (2001), involves teaching academic subject matter, as opposed to a merely linguistic-focused syllabi, such that English proficiency goes hand in hand with academic subjects. This method offers students a well-rounded educational experience, rather than the acquisition of mere linguistic tools. Student E also contrasted OL experiences at tutoring schools with those at mainstream educational institutions. Student C said his English class at a tutoring school has been engaging because it has real-time interactive sessions and gamified learning techniques. This confirms the insights of Bhamani et al. (2020) and Wai-Cook (2020) who advocated that such activities be integrated at each academic level to enhance student interest and comprehension of English. Students may find this approach fruitful in their efforts to master the language.

OL has enhanced English education through modern technology, engaging materials, and innovative teaching techniques, with the increased involvement of parents. Parents provided feedback on integration. OL incorporated the relevant scientific principles into English instruction to promote effective learning. To make study more engaging, teachers should use online resources and encourage students to do additional research.

Extract 8: Teacher A

Based on my experience, it is crucial to ensure that online English teaching is engaging for students. This is because students can easily lose focus, which can impede their language acquisition. As a result, educators must incorporate diverse narratives that are both informative and captivating. Additionally, utilizing gamification techniques alongside traditional learning methods can be highly beneficial. In the realm of virtual education, students have access to a plethora of online resources that facilitate timely and convenient research.

Teacher A believes online instruction helps students learn through activities such as synonym and antonym competitions, by which they acquire new vocabulary.

Parents had their own views of how to manage their children's online education. Parent D noted that their children often report exciting progress made in OL activities, as teachers integrate diverse subjects and transcend the limitations of conventional classroom teaching. This not only offers a broader education across various domains but also nurtures holistic development, assuring parents of the well-rounded development of their children.

Extract 9: Parent D

Online education for children has two notable aspects. Firstly, interactive learning experiences are available, which can enhance teaching and elicit enthusiastic responses from children who passionately share stories. Secondly, children can effectively conduct self-research. However, it is important for teachers to discourage students from seeking answers during assessments and instead provide alternatives such as on-site exams to ensure accuracy in evaluations.

Interaction

Effective teaching and learning involve meaningful interaction between teachers and students. Prior to the Covid-19 pandemic, research by Seif et al. (2012) pointed out the reduced interaction between students and teachers in OL. However, the research still showed that students developed better attitudes toward this mode of learning. Student A liked the continuous communication with their teacher during OL, and the convenience of conversing with teachers through features like the "raise hand" button. This shows that effective engagement between students and teachers is possible in OL, creating an environment conducive to learning. The active and seamless interaction between students and teachers enhances the OL experience.

Extract 10: Student A

When learning English online, constant communication with my teacher allows for seamless question-and-answer sessions, while the clarity of the teacher's voice facilitates accurate pronunciation imitations. The phonics class offers valuable examples that highlight variations in accent pronunciation. However, for group work and role-playing lessons, I find face-to-face interactions in a physical classroom more convenient than online learning due to the enhanced coordination among participants

Student A's observation shows that OL can be interactive, creating an effective learning environment, and enriching the experience of OL. Teachers also said they were able to communicate clearly online, and to efficiently manage classes. Teacher A noted that he could see his entire class in one screen. Teachers emphasized that students should turn on their cameras, creating a dynamic more akin to the traditional classroom.

Extract 11: Teacher A

Online English learning maintains teacher-student engagement without the need for face-to-face contact. To enhance listening and speaking skills, teachers should manage

the number of students in a class. Online learning is equally effective as classroom instruction. Through a single screen, teachers can interact with all students, and the platform provides a private chat function for discreet communication with individual students.

The researchers concluded that keeping the online classroom interactive and responsive is also influenced by class size. Larger class sizes pose challenges in classroom management, affecting student-teacher interaction and the overall learning experience.

Some parents compared the classroom dynamics of tutoring schools and OL. Parent A noted that the smaller class sizes at tutoring schools allowed for more interaction with students, and teachers made similar observations.

Extract 12: Parents A

Initially, I faced a significant need to adapt. Despite the option for my child to return to school, I decided to continue their online education due to my confidence in the previous standards and individual circumstances. Moreover, the effectiveness of online learning also depends on the student. In the case of my child, they are able to actively participate by utilizing the hand-raising feature to answer questions. Unlike crowded tutoring schools, the smaller class sizes online provide more opportunities for comments and discussions, as students can take turns answering questions. This interactive approach enhances the learning experience.

OL promotes positive teacher-student interaction, according to this parent, as the effectiveness of English instruction depends on opportunities for students to express their opinions and actively participate in class. The class size that maximizes student engagement should be determined. This research also showed that the quality of teaching and learning is not solely in the hands of teachers and students. Parents' engagement and support play a pivotal role in motivating students, and make a real contribution to their child's education.

CONCLUSIONS AND RECOMMENDATIONS

The Covid-19 pandemic has necessitated the adoption of OL as a suitable response to ensure continued education. As schools have reverted to traditional teaching methods, there has been a noticeable shift in the attitudes of students, teachers, and parents, favoring this new educational platform. The versatility and opportunities afforded by OL have been highly appreciated as educators have been able to seamlessly integrate a multitude of disciplines into their English instruction, thereby enhancing student-teacher interaction and engagement.

In the specific context of English language instruction, the majority of respondents express a positive inclination toward OL, particularly in speaking and listening classes. This preference is attributed to effective classroom management techniques and clear audio materials. However, for reading and writing lessons, face-to-face instruction is preferred due to the need

for immediate guidance and feedback. Consequently, teachers should receive training in methods that promote student engagement and active participation in OL. Additionally, parental involvement plays a significant role in supporting a child's educational journey, with parents monitoring progress and creating a conducive home environment. Moreover, teachers can enhance OL dynamics and optimize English language instruction by considering class size. Smaller classes allow for increased speaking practice and personalized guidance.

The pandemic has underscored the importance of robust and adaptable e-learning platforms, enabling remote learning from any location and at a student's own pace. This personalized approach caters to diverse learning styles and fosters inclusivity. Furthermore, integrating new technologies facilitates global interactions, broadening students' horizons and promoting cultural awareness.

To expand knowledge on OL, future research should include surveys of parents who are also teachers. Their perspectives and insights will provide valuable suggestions for improving support systems and involving parents in a child's education. Comparative studies examining OL management and effectiveness in government versus private schools would also yield valuable insights. Additionally, research should identify the practices and strategies within OL that promote upskilling, professional development, and lifelong learning opportunities.

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